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ABSTRACT

The purposes of this study were to determine the educational impact of an out-of-school informal migrant program, and to discover materials, techniques, methods, and guidelines for similar programs with migrant children. The Orange County, New York 4-H program was evaluated weekly and a record of successful projects, staff training procedures, and a final evaluation were reported. Eleven states conducting 4-H migrant programs were contacted and information on their programs was summarized. Major findings were that 12 out of 50 counties indicated they were conducting programs with migrant youth; that funding from Cooperative Extension, community, and Title I ranked the highest in program support; that program supervision came primarily from Extension staff; that volunteer leaders conducted the majority of programs; and that foods, sewing, and crafts served as the foundation of most programs. A description of the project method was presented with project examples. (PS)

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A STUDY OF INFORMAL OUT-OF-SCHOOL PROGRAMS WITH MIGRANT CHILDREN

by

David Dik

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1970

STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCE

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A STUDY OF OUT-OF-SCHOOL PROGRAMS WITH MIGRANT CHILDREN

BY

DAVID W. DIK

1970

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The New York State Center

for

Migrant Studies

State University College of Arts & Science

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NEW YORK STATE CENTER FOR MIGRANT STUDIES

The New York State Center for Migrant Studies is an independent organization devoted to professional research in the areas of education, employment, community relations and other aspects of the conditions of migrant labor in the State of New York.

The principal purposes are to initiate studies relevant to understanding and improving the conditions of the migrant, and to publish and disseminate these studies. The New York State Center for Migrant Studies, co-sponsored by the New York State Education Department's Bureau of Migrant Education, John Dunn, Chief, and the State University College of Arts and Science at Geneseo, New York, Robert W. MacVittie, President, was founded in February 1968.

The study has been recommended for publication by the Publications Committee of the Executive Council of the Center as an important contribution to the understanding of the migrant problem. It has been approved by the Executive Council of the Advisory Board of the Center except as specifically indicated and supercedes all previous drafts released for private circulation prior to publication. However, the interpretations and conclusions of the study are those of the author and do not necessarily represent the official position of the Center.

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SYNOPSIS OF STUDY

Title of Study: A Study of Informal Out-of-School Programs with Migrant Children

Statement of Purpose: The purpose of the study was to determine the educational impact of an out-of-school informal educational program with migrant children; to discover programs materials, techniques, methods and outline guidelines for similar programs with migrant children.

Description of Procedure: The Orange County, New York 4-H program was evaluated weekly, July 8 through August 15, 1969. A record of successful projects, staff training procedures and a final evaluation is reported. Eleven states conducting 4-H programs with migrants were contacted and information on their programs was summarized. Seven agencies were asked to summarize their activities with migrant youth.

Findings: Out of the fifty counties contacted, 12 indicated they were conducting programs with migrant youth, 16 indicated they were not reaching this audience. Some reasons given for not conducting programs: Migrant population too small, training needed for agents before working with migrant youth, other agencies assume the major role, and lack of funds. Funding from Cooperative Extension, community, and Title I, ranked the highest in program support. The program supervision came primarily from Extension staff. Volunteer adult and youth leaders conducted the majority of programs. Foods, sewing, and crafts were projects offered as the foundation of programs in most counties.

Relevance for Teachers Working with Migrant Children: The results of this study provide specific program suggestions for informal educational programs with migrant youth. It lists guidelines, subject matter, methods and suggested avenues of finances. Sample in-service training outlines for aides and detailed project examples are a part of the study. Selected reports from 4-H and other agencies cover various ways to finance, conduct and evaluate informal educational efforts.

PREFACE

The intent of this report is not to provide program descriptions in elaborate detail. Its main focus is on ideas which can be expanded upon and adapted for a migrant youth audience anywhere in the United States.

It is evident that formal migrant education has made great strides in the last several years. Informal education, such as 4-H club activities and other opportunities have not been keeping pace with compensatory school programs.

The main purpose of this study is to share some of the findings with regard to programs, leadership, financial resources and evaluation of informal educational efforts with migrant youth.

Special appreciation is given to the New York State Center for Migrant Studies, State University College, Geneseo, New York, for their support of this study, and to Extension personnel, youth serving agency staffs, and other professionals who took the time to provide information on migrant programs. The contributions made by these individuals in providing data and program information were particularly valuable.

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I. INTRODUCTION

The educational task with youth demands a number of educational efforts--in-school and out-of-school programs, formal and informal projects. This fact holds true for all youth, but it becomes even more significant with migrant youth. The 4-H program and other youth agencies have a special opportunity to offer their services to this educational task.

The educational status of migrant children was summarized in a report by the President's National Advisory Commission on Rural Poverty, The People Left Behind:

> "Migrant agricultural workers are often described as America's forgotten people and their children are referred to as the most educationally deprived group of children in our Nation. They enter school late, their attendance is poor, their progress is slow, they drop out early; consequently their illiteracy is high. Studies indicate that most migrant children are far below grade level and that their school achievement is usually under fourth grade."

To be more specific, the publication, Educating Migrant Children, New York State Education Department, states:

> "The migrant child's home life is totally unrelated to the community. Although the adult migrant may have strong church ties at his home base, he does not feel accepted in the established churches of the new community because migrant housing is segregated from the residential section of the community. He does not know or understand the services or facilities available to him. Consequently he and his family receive little or no benefits from the activities on public playgrounds or summer recreational programs. In addition, the migrant child seldom becomes a part of established organizations as scouting and 4-H clubs."

The first and most vital need is to intensify youth programs with migrant youth. No one would deny that involvement in well planned and executed out-of-school youth activities does have a positive effect on the participants.

It is precisely this point, intensifying effort, that has initiated the study of out-of-school programs with migrant youth. Several going programs have been identified and reported. A variety of methods, approaches, and subject matter make up the main body of the study. The Orange County, New York, project has been evaluated in depth and while several other programs were observed, there was not ample time to obtain detailed analyses of these program efforts.

II. OVERVIEW OF THE STUDY

Although the original design of the study was to cover a limited geographic area, it was found to be beneficial to extend the scope and contact several states and youth serving agencies. As a result, program ideas from several sections of the country were obtained. In addition, valuable information from other youth serving agencies was made available.

The specifics of the objectives, method, and results of the study are as follows.

Purpose of the Study

The purpose of the study was to determine the educational impact of an out-of-school informal educational program with migrant children; to discover program materials, techniques, methods, and outline the effectiveness of same; to develop guidelines for similar programs with migrant children for distribution to other counties and agencies, i.e., finances, staff, program, and program materials, program evaluation.

The Method of Selection of Participants

The Orange County 4-H program for migrant youth was selected as the foundation for information and evaluation because the author was most familiar with the program and procedures.

The basis for selecting counties to receive questionnaires was developed in relation to county migrant population. The census figures were obtained from the 1969 Report of the Committee on Labor and Public Welfare, No. 91-83, U. S. Senate.

Counties having a population of over 1,500 migrants were selected at random on a regional basis. Also, State 4-H Leaders and other youth serving agency staffs were included in the study.

Selected participants included:

Organizations: Boy Scouts of America, Girl Scouts of America, Camp Fire Girls, National Council of Churches, Maricopa County (Arizona) Health Department, Migrants, Inc. (Milwaukee, Wisc.), and National Committee on the Education of Migrant Children.

New York Migrant Summer School Programs: Batavia, Brockport, Dunkirk, Lyndonville, Newfane, and Sodus.

Extension Personnel:

4-H State Leaders: Ohio, Michigan, Florida, Texas, Massachusetts, Virginia, New Jersey, Oregon, Arizona, Colorado, and California.

New York 4-H Agents: Herkimer, Columbia, Genesee, Monroe, Cayuga, Suffolk, Ulster, Clinton, Wayne, Steuben, Wyoming, Yates, Livingston, Ontario, Orange, Orleans, and Chautauqua counties.

New Jersey 4-H Agents: Atlantic, Cumberland, Gloucester, and Sa'em counties.

Connecticut 4-H Agents: Hartford, Middlesex, and Tolland counties.

Florida Agents: Collier, Broward, Dade, Suwannee, Madison, Lee, Palm Beach, and Glades counties.

California Agents: Fresno, Imperial, Kern, Kings, Madera, and Tulare counties.

Colorado Agents: Baca, Larimer, Logan, Weld, and Yuma counties.

Ohio Agents: Sandusky, Ottawa, Fulton counties.

Michigan 4-H Agent: Berrien County.

Arizona Agents: Maricopa and Graham counties.

Procedure

The Orange County 4-H program was evaluated weekly during the period July 8 through August 15. A record of successful projects, staff training procedures and a final evaluation is described in detail under Section III, pages 5 - 13.

State 4-H Leaders were asked to provide information and/or names of agents who could report on youth programs with migrant children. The same was true with other youth serving agencies which were contacted. Extension Agents were asked to fill out a questionnaire and additional program reports were requested and received. The information was then categorized and summarized. Several follow-up contacts were made in order to clarify points or to obtain additional program information.

Summary of Results

Out of the fifty counties contacted, 12 indicated they were conducting programs with migrant youth, 16 indicated they were not reaching this audience. Some reasons given for not conducting programs: Migrant population too small, training needed for agents before working with migrant youth, other agencies assume the major role, lack of funds.

Funding from Cooperative Extension, community, and Title I, ranked the highest in program support. The program supervision came primarily from Extension staff. Volunteer adult and youth leaders conducted the majority of programs. Foods, sewing and crafts were projects offered as the foundation of programs in most counties.

Summary of Recommendations

Coordinated effort in conducting programs with migrants is essential. Educational programs for civic leaders, growers and the general public, are needed in order to change the attitude toward the migrant worker. Innovation and flexibility are required for successful informal educational programs. In-service training for all staff must be continued and expanded. Funds from federal, state, county, and community can be obtained for programs with migrant youth.

Utilization of Results

The results of this study can help to pave the way for a change in the direction of informal educational programs for migrant youth. It provides guidelines, subject matter, methods and suggested avenues of finances for those agencies seeking background materials. The study will be made available to the participants, Extension Agents and other youth serving agencies who are seeking ideas the support for migrant youth educational programs.

III. THE STUDY

A. HISTORY OF THE DEVELOPMENT OF 4-H PROGRAMS WITH MIGRANT YOUTH, Orange County, New York, 1967-1969

In the summer of 1967, Orange County 4-H made its first attempt to provide a meaningful 4-H experience for 75 migrant students. These students were attending the summer school program offered by the Warwick Valley Central School.

It was discovered that the students became a part of the Day Care program after 2:30 p.m. and remained under their care until 4:45 p.m. The 4-H program had much to offer and the decision was made to conduct programs two days per week. A part-time coordinator was hired and a 4-H summer assistant was assigned responsibility for the program. Teenage volunteers were recruited to help conduct specific 4-H projects. There was little training provided and this was in every sense of the word a "crash" program.

Sewing is rewarding

School facilities were used and 4-H projects covering foods, clothing, horticulture, and vegetable gardens were the basis for the program. Students made simple items -- aprons, cookies; they learned about raising plants and the boys were excited when they completed their very own earthworm farm in a jar.

The cost of the program was $254 from 4-H Extension funds plus many donations from the community.

This experience indicated that there was much to do with migrant youth programs. It also was certain that migrant youth were interested in 4-H offerings and could gain from participation in 4-H.

It was evident that a greater commitment would have to be made in 1968 in order to serve this group. Over 150 migrant children were involved in the 1968 4-H program. The activities began early in July with plans to conduct programs in many 4-H projects four days per week.

The first day was hectic. The children, having just completed their first day of school, were bused from Pine Island to Warwick Lake (eight miles) and were not interested in entering another organized program.

This program was under the guidance of a coordinator and all project work was conducted by volunteers. A letter to 4-H leaders, junior leaders, church workers, and interested adults produced 25 volunteers. Staff on a daily basis ranked from 3 to 20. Complete volunteer effort as a primary source of assistance was not the most effective means of carrying out the program.

An expansion of the project ideas used in 1967 was the program content. A new dimension was added when thirteen girls proudly modeled their outfits at a dress revue held at the Pine Island Health Clinic. Many parents were in attendance and enjoyed the evening. Refreshments were made by the boys and girls in the cooking class.

Foods -- A popular project

The foods project was the most popular and all were eager to participate. The recreation program supervised by a volunteer physical education instructor provided opportunities in softball, football, basketball, and organized games. Arts and crafts were added for variety along with a doll corner and nature walks.

The budget of $1,118 was used for a coordinator, materials and supplies, all moneys came from County and State Extension funding. The community made contributions of equipment, materials and supplies.

As a result of this program, a 4-H club was formed and migrant youth had the opportunity to expand upon their summer experience as long as they were in the area.

Several recommendations came from the 1968 program:

- Hire 10-15 teenagers composed of 4-H'ers and older migrant youth who will run the program under the guidance of a director

- Hold training sessions to prepare staff and volunteers for the program; acquaint them with objectives, project techniques the help develop a close working relationship between workers

- Divide participants into interest groups which will rotate through various project areas

- Enlist the support of local and state organizations to provide funds and resources for program expansion

The objectives of the Orange County 4-H Migrant Program for 1969 remained the same as in previous years:

- To teach specifics of individual projects such as clothing, foods, photography
- To involve 4-H junior leaders with the migrant youth and acquaint both groups with a different way of life
- To inspire leadership abilities in the migrant youth and 4-H'ers involved
- To help the migrant child gain a sense of confidence in themselves and an awareness of the community

Recreation is important

Having had two years experience, it was felt a joint program effort with Cooperative Extension 4-H and the Warwick Valley School system would provide a much improved educational experience for 1969. A proposal was made to the State Education Department, Migrant Division, and was funded through the Warwick Valley School program. The school program ran from 8 - 2:30 with the 4-H supplemental program from 2:30 - 4:45. Funds were provided to hire a director, assistant director, and eight aides. Four additional aides were hired with Extension funds.

Results of a craft project

Working with felt

Both programs were held in the same facility and the transition was made at snack time, 2:25 - 2:30. Students were assigned to groups and they took part in a 4-H project anywhere from 4-20 hours during the six-week period. 4-H projects included foods, clothing, photography, recreation, and arts and crafts. All the projects were popular, but foods and photography had a special interest. Students were assigned to the sessions in small groups of 6-10 depending upon school attendance. The small groups provided individual instruction and support.

Staff members were involved in in-service training sessions which were held before summer school started and during the six week period. (Specific project and training information is found following this portion of the study.)

In addition to implementation of suggestions from previous years, a number of changes were made in the 1969 program. Among these were: The hiring of aides which was vital to the success of the 4-H program, and the addition of several new 4-H projects which provides an interesting and stimulating experience.

There are however several points of the program which need to be evaluated:

Making a bracelet with beads

- Regular staff meetings and in-service training sessions involving all staff. The 4-H staff, school staff, cooks, aides, and custodians, need to participate in the in-service training.

- Continue expanded opportunities and provision for greater variety of 4-H projects. Expand the photography program to reach 50 or more during the six weeks. Put more emphasis on nutrition in the foods program. Continue to provide opportunities for older youth to make needed clothing.

- Extension of the 4-H program for one or two additional weeks.

Conducting a 4-H club meeting

- Expansion of the 4-H club opportunities for migrants and make them available during the entire year.

- Greater emphasis on planning and conducting programs with the younger students.

- Continued involvement of the community in migrant youth programs.

Visiting the Statue of Liberty

The year-round 4-H program has been in operation for two years involving those migrant children who remain in the area. The leadership for this club is volunteer, funds for project materials have been provided by local service groups including banking associations and church groups, and the club members have participated in the foods and clothing programs. Plans have been made to make available projects for boys during the coming year. Club members have been encouraged to participate in the county 4-H activities, i.e., dress review, achievement night, citizen short course.

B. STAFF EVALUATION OF PROGRAM

Highlights of the staff evaluations for the 1969 Migrant Summer 4-H programs give an indication of the spirit and philosophy of the program:

1. List the projects you taught which brought about a positive response.

Answers: Sewing, Cooking, Recreation, Crafts, Photography, Leather Crafts, Painting

2. Are there some specific reasons why they were well received?

Answers: Most of these projects required the children to use their own skills in working with their hands, thus they acquired a great satisfaction upon completing them. The children like to work with their hands and made something to take home. Everyone wants to cook probably because they rarely have the experience. By far the greatest response was toward the photography segment. It was unique and creative.

3. Point out the most positive points of the 2:30 - 4:30 program (from your own point of view).

Answers: Allowing the children to remain in the happy and loving environment for two extra hours, introducing cooking and sewing to the girls is a good idea for preparation in raising their own families. The informal setting was an excellent atmosphere. The children had a chance to relax. The wide variety of activities, cooking, clothing, music, photography, etc. The closeness of children in each group.

4. Think for a minute about the children you worked with. Do you feel that we reached our goal with our program? Did you develop a warm, friendly relationship; in general, describe how you see and feel about this group.

Answers: Personally, I have never grown this close to a group of kids as I have in the past six weeks. No joy can surpass the great joy that one experiences as you are greeted by a hug and a kiss from one of these children. I think that these children have been helped along just a little, but to them, a little is a lot. I think that we had a very good opportunity to reach these migrant children in a very personal way and on the basis of a very constructive goal. In general, I think the staff was enthusiastic and helped spark the children with enthusiasm. We provided much of the love and comfort that may have been lacking in the home. I think that we have all benefited from the experience. These children reached their hands out and I believe we all clasped hands. I truly hope to continue this manner of work in one form or another. If we reached one, we have succeeded and we have reached more than one.

5. If you were able to relive this summer, what program change would you make. Are there some things that need correcting.

Answers: No program changes. Show films. Organize groups by similar interests and ability rather than age. Add more diversity. Do more with the kindergarten children. Each aide should have the same group of kids all week and do something different each day, that way we could get to know the kids better. More aides, more individual attention. Show more of what can be done with things a child might find in his home (as well as providing materials he can't afford.) Sock puppets and spool knitting were good. More information on nutrition. Aides should not have to plan projects. Materials and information should be prepared and available each day.

C. IN-SERVICE TRAINING

There are a number of methods for conducting in-service training sessions for staff and volunteers. It is essential that in-service training take place and the types of program will depend often on local resources.

The two in-service training outlines are presented as guides; the all day sessions accomplished more than the 2 1/2 hour sessions. Professional staff tend to prefer more concentrated training, many indicated that it developed a more cohesive, better equipped, and cooperative staff.

In-Service Training Prior to Program, All Sessions 2 1/2 Hours:

1. Getting acquainted; Preliminary program planning by groups; Job responsibilities; Dealing with emergencies.

2. Basics on 4-H projects; Discussion of project material; Recreation, as an educational tool; First aid.

3. Working with 4-5 year olds; Film, "Long Time to Grow," Part II; Understanding 4-5 year old's programs.

4. Programs with 5-6 year olds; Film, "Long Time to Grow," Part III; Family living and child care.

5. Understanding yourself; Programs with 6-9 year olds; Programs with 9-14 year olds.

6. Cultural ideas, rainy day activities; Final program planning.

Comment: Continue in-service training during staff meetings during the program. This gives everyone an opportunity to check on program progress and suggest alternative projects.

In-Service All Day Sessions:

First Day:
9:30 Welcome and introductions - Staff

9:45 The goals of a good program for children; Films, "My Own Yard to Play In," and "Little World."

10:45 Break

11:00 What is it like to be a child in a world controlled by grown ups? - Role playing.

12:15 Lunch

1:00 Protecting Health and Safety

2:00 Activities and 6 - 12 year olds

3:30 Discussion

Second Day:

9:00 The young child and creativity

10:00 Small group sessions

11:00 Film, "Discipline and Self-Control;" Discussion

12:00 Lunch

1:00 The young child and science

2:30 Discussion

Third Day:

9:30 What is expected of staff and volunteers

10:15 Story reading demonstration

10:30 Workshop groups:

Infant Care	Art
Teaching Toddlers	Music
First Aid	Dramatics
Sewing	Cooking
Nature	Carpentry
Cosmetology	

12:30 Lunch

1:00 Film, "Organizing Free Play"

1:30 Workshop Reports, Summary and Questions

Comment: All day in-service training programs accomplished more than the shorter sessions. The esprit de corps developed in the longer sessions was evident. The staff was relaxed and was able to concentrate on the task at hand. The training held after the long school day was too much to ask of staff. Some members had already been involved in school activities for more than eight hours. This did hamper the effectiveness of the in-service program. It is strongly recommended that the greater part of in-service take place prior to the start of the program.

D. SIMILAR 4-H PROGRAMS

The following are excerpts quoted from reports of similar 4-H programs being conducted throughout the country.

From Palm Beach County, Florida:

Located in the farming section of southeast Palm Beach County, is Hagen Road School. During the past two years, one of our male agents and one of our home economics agents, both working closely with our 4-H program, have spent considerable time with approximately 90 boys and 100 girls. The senior home economics agent has twice held nutrition classes on using donated foods with three different third grade classes. Special interest in 4-H projects, health, ornamentals and related subjects were given under the direction of Extension agents.

The principals and teachers have been very cooperative in planning with us and also in carrying out our work. Civic clubs, through the efforts of an assistant agent, donated moneys for six 4-H camp scholarships and helped finance this 4-H program. Local farmers donated use of labor and farm machinery in preparing ground for vegetable growing.

In the north end of our country, an assistant home economics agent had special interest classes for 7 Negro girls. The Junior Woman's Club of this area furnished moneys for materials. This club and local individuals gave donations for camp scholarships. These students were invited but none attended camp although all were very enthusiastic during the special interest classes.

From Broward County, Florida:

4-H activities involving low-income and migrant youth were funded by Extension except where local civic organizations were encouraged to become involved. Leadership was recruited from the local communities on a volunteer basis as is the procedure for all Extension activities. The County Extension Home Economic Agents were involved in presenting resource materials to 15 public schools involved in migrant school programs. This information was developed to provide special resources for low-income youth by School Board personnel. Information included pamphlets on the government food recipes, simple clothing repairs, series on cleaning the home, and 4-H gardening.

One of the school teachers in Broward County agreed to be a leader for a 4-H Club and they decided to hold their 4-H meetings in one of the classrooms after school. This teacher's work load was so over crowded that he had to resign and another teacher, who taught both agricultural and home economics

projects, agreed to take over the club. The teacher went into detail in teaching the girls how to cook and sew as well as with the boys on how to set up potting projects, public speaking, etc. The club was so successful that they had to establish a waiting list on a "first come, first served" basis. At this point, our Civic Club heard about this club and the personal problems of the youngsters that were involved. They felt that since this particular community in their city was trying to help better themselves, they would do their part by donating the money needed for educational materials.

They donated $500 which was used for purchasing sewing machines, fabrics, patterns and notions, ceramic materials and a kiln for firing them so the youngsters could make things that they normally could not afford.

After the money was received by the 4-H club, the initiative of the ladies was aroused and four additional women teachers felt they could help as project leaders. The club is still growing and we feel it is of benefit to the 4-H program and the community in which it exists. (These children are not considered children of migrant workers, but are definitely youngsters from low income families. Many of their parents do work in the fields at picking time.)

From Yuma County, Colorado:

The 4-H program for migrant youth is named the Colorado Visitors 4-H program. Last year was the first year for this program in Yuma county. This year no home economist was hired at the school, a former 4-H member taught 27 migrant girls 9-13 years of age. Facilities were limited but she did excellent work with the girls. Four older 4-H girls assisted her in the project of making aprons. These were made by hand; many of the girls had never sewed, they were taught the beginning basics of sewing. In nutrition, a paste and color book was made, the food they ate and foods to be added for better nutrition were discussed. A 4-H club was organized, officers were elected, business meetings conducted. 4-H pins were given to each girl, these were worn every day. Certificates were given to each girl. The sessions were only about 45 minutes, five days a week, for seven weeks. This was funded thru the state board of education, with Title I funds. The state and local health departments, and the CSU Extension Service cooperated.

From Collier County, Florida:

Our over-all 4-H club program will take any youngster who wishes to participate. However, we have no special program set up for migrants only. We have had a number of migrant children in our program in the past and a few participated this past year. The problem is that they are here for a short period of time and then leave. They don't have time to really complete much of their work. Our funds come from local business sponsors and individuals, in addition the members' fund-raising activities.

From Graham County, Arizona:

In our youth work, we have utilized our traditional 4-H program quite successfully, that is, having a volunteer adult leader direct a group of 10-20 boys or girls in a subject matter field. One example is in a section that is predominately Negro. A Negro man has served for the past ten years as a 4-H leader.

He had led a club of over twenty members. His greatest drawback has been a lack of equipment for teaching. For example, it is difficult to train a boy to drive a tractor without actually having a tractor. We have tried tc secure a tractor for him that could be used to train the kids plus used to plow a garden spot, etc. So far we haven't been able to secure one. The best we have been able to do is to arrange with a local tractor dealer to allow the kids to visit his shop one evening per month and receive instruction from a mechanic. This has been a great help. The training this man has given the youth in leadership and personal development is tops.

The girls program in the same section has been helped by an outsider who wanted to help the people. This lady has the special talent of being able to really work with less fortunate youth. She is a volunteer and has done a real fine job leading a group of twelve girls in home making projects. She has been hindered by a lack of tools, but we have been fortunate to have been able to locate serviceable items from the community.

From Genesee County, New York:

Our migrant program was done under an agreement with BOCES (Board of Cooperative Educational Services). They contributed $200 plus two program aides.

Objectives:

1. To present parts of the 4-H program to a group of children from the migrant community
2. To introduce some of the basic concepts of "Food Let's Begin"
3. To introduce some of the basic concepts of beginning sewing
4. To introduce new and different ways of using donated food products

Methods:

1. Simplify "Food Let's Begin" and prepare papers to pass out daily
2. Orienting junior leaders to aid in the program; To give demonstrations; To give individual help; To prepare games and recreation ideas
3. Give formal teaching and informal cooking and sewing experience from 2 - 4 p.m., five days a week for six weeks
4. Arrange tours of various industries and businesses which will add to their food and clothing knowledge including: Quaker Oats Co., A & P, shoe factory, area department store, cheese factory, Genesee County Fair

Evaluation:

Seven to twelve children participated in the program daily. Their age was about 9-12 years. The members of the group were not constant. After two weeks, three of the girls moved with their families to another part of the country. More children then came in to replace them. The first three weeks were devoted to teaching basic knowledge of nutrition and food preparation. The girls enjoyed making different foods and especially eating what

they had made. Papers prepared for them served little purpose. They showed little interest in them and merely discarded them. Writing the recipe on the board was found to be satisfactory.

The remaining three weeks of the program were devoted to teaching some basic skills in sewing. A sewing box was covered, a pin cushion and a triangle head scarf was made. The children enjoyed making their own things but demanded a lot of individual attention and became impatient if they did not receive it right away.

The junior leaders helped one or two days a week with the program. These girls were from 13-16 years of age. Because of the individual attention that the migrant children demanded, the junior leaders proved to be a tremendous help. Besides being a good aid to the migrant children, the junior leaders gained invaluable experience themselves.

Pins and certificates were presented on the last day which seemed to please the children very much. Several children did come to me and said "Thank you for helping us." This seemed to make the whole thing worthwhile and erased some of the doubt from my mind.

With more resources, we could have had a program ten or twenty times as large, if we had money to hire summer assistants or program aides.

E. OTHER PROGRAMS

The following are excerpts quoted from reports of other youth-serving agency programs.

Camp Fire Girls, Maricopa County Council, Arizona

Valley West district has met the need for activities among migrant girls in a unique, if not always successful way. The school and its administration is part of the reason for the success, and part of the reason for problems. Camp Fire Girls is supported by the school and an administrator who believes very strongly in the Camp Fire program. This school area has been working with these children for many years. Almost the total school population is migrant or children whose parents are too old or too ill to follow the crops. Poverty is most common in the entire student body.

From the school comes leadership and sponsorship for each group. Also the dues of the leaders are paid and program materials provided. Buses are made available for occasional field trips. Program books are purchased through the schools for the library.

Leadership for the program is provided by a teacher assigned to each group. There are two 3rd grade groups (the school starts the program at 3rd grade) with 32 girls involved. There were four Camp Fire groups; two 4th grade, and one each, 5th and 6th grades, with 59 girls involved in May. Assisting several leaders are volunteers from the retirement community of Sun City.

The program is a modified Camp Fire program. The groups meet every other week for one hour at the school. The groups have officers and practice calling the meeting to order, etc. I have tried to encourage service projects for these girls. Generally, it has been for an old peoples' hospital. I think they need to realize they have something to give to someone who is less well off than they. Each girl who participates in the Camp Fire program pays her own dues. It may be paid 25¢ at a time. We have found that those girls who sacrifice a little to have this opportunity get more out of it. Since our leadership is limited, this is a way of limiting the groups. I've found those who really want to belong, work for that money.

There are some problems with this set up. The school says they must be the leader and they decide it is easier to do it themselves. Many times they do not have adequate preparation time for the meetings. Also, there is often no real distinction from the formal classroom atmosphere. Generally they meet in the classroom and sit at the desks. They need to have a more informal setting for an ideal situation. It is very rewarding to see these girls involved ir the Camp Fire program and learn the meaning of the Camp Fire Law. One of my most exciting experiences as a professional was leading a discussion on the meaning of the Camp Fire Law with a group of 5th graders. The light began to show as they realized what they were a part of.

Boy Scouts of America - Scouting for Migrants

From a sampling of four Scout Executives, five District Scout Executives and six volunteers, in areas where it is known there is a heavy population of migrant people, there was no knowledge as to how many registered scouts were from migrant families. We were informed that no form of census was taken. One said, "We aren't serving the migrant kids at all." But later said, "We must have forty or fifty migrant scouts in the Council."

In Laredo, (Texas) we talked to a scoutmaster in a heavily populated, Mexican-American, migrant neighborhood. He had fifty, low income, Mexican-American boys is his troop. He had made no census on the number who were migrants, but he did estimate that less than twelve were migrant boys. He further stated that over half of the families in the same neighborhood were migrant families. (He estimated a ratio of 60-40.) We know of no council where large numbers of migrant boys are registered in scouting.

Each council, in migrant home base areas, is bound to have some migrant boys registered. Those we have talked to were not sure how many. There are a few councils in migrant camp areas who have developed special programs of activities in migrant camps and camping for migrant boys in council camps. A few councils in home base areas and in migrant camp areas have included migrant boys in their non-scout summer camping program. We have discovered no real evidence of a real, on going scout program for migrant boys.

Reasons for Low Density:

In migrant camp areas along the stream: Some local units don't welcome migrant boys and would reject them due to local feelings against migrants (some racial); Some councils are not really aware that migrant boys are

in their midst (migrant camps are isolated); Some councils feel that these boys are in the area only a few short weeks and not around long enough to expend the effort to bring them scouting; Some councils feel that their scouting dollars were raised to serve local boys, not transients; There are, in some cases, communication difficulties.

In home base areas: There is the attitude expressed that, "Because of the mobility of these families we can't get the boys to join;" With the problems of every day work, no real effort has been made to focus in on this segment of the population; It is felt that special attention, more time and more money is required for developing migrant scout programs. Present staff is not adequate to give this special attention; There is poor communication with the low income, Mexican-American family, (from the community to these people as well as from scouting;) Special migrant schools operate from 8 a.m. until 5 p.m. each school day. We were told by some that with this long school day, chores to do at home, school homework and some after school employment, these boys don't have time for scouting; These families are so poor they can't afford scouting; There are few units in migrant neighborhoods for boys to join because leadership is a major problem; Fathers don't want to become involved and many work such long hours they can't become involved; There is a shortage of institutions to provide sponsorship in these neighborhoods.

Migrant Summer School Programs:

Valatie, Columbia County, New York, Excerpts from "The Knickerbocker News Union-Star," Monday, August 4, 1969:

Today, eager children ride almost the same roads as Washington Irving's Ichabod, to a school that bears his name, Ichabod Crane Primary School, in Valatie.

The children are participating in a combined Head Start and Migrant Education Program held at the school during the summer months. Approximately 30 children come every day from the surrounding area and five from migrant workers camps in Columbia County.

Geared to preparing these children for school, the program is one of fun, enrichment and education. With no formal curriculum, the students do what they want with the materials and facilities offered. Even something as simple as jumping rope becomes an exercise in eye-body coordination.

The need for such a program was initially recognized by the Columbia County Council of Churches last summer when it sponsored a day care center for migrant children at the Valatie Presbyterian Church. This year's combined program is a community-wide expansion of that small beginning. It will continue to the close of Columbia County's migrant season, usually in late October. A primary aim of this year's session is to help the children increase vocabulary and encourage them to verbalize their experiences.

The staff of last year's program consisted of volunteers from the county. With this year's expansion and additional funding, there are 11 paid staff members and about 30 volunteers, mostly teenagers, with four Sisters of Mercy, and an offer of novices' services from the Brothers of the Holy Cross.

Pinto Photo Service

Volunteers lead the way

APPENDIX

IV. RECOMMENDATIONS

The program data and response to questionnaires indicate a need to consider several specific areas for future program expansion.

Coordination

There needs to be a coordinated effort in conducting programs with migrants. All youth serving agencies and educational institutions must plan, implement and evaluate programs together. Coordinated planning can help to eliminate overlapping and insure that the needs of all migrant youth are being met.

Community Education and Awareness

Too often the phrases regarding migrants are repeated in the community. "But they are ignorant, look how their children fail in school." The community and often the power structure must be made aware of the true picture.

Education programs for civic leaders, growers, and the general public can bring about a change in attitude. Community involvement in migrant programs is only one effective educational method that can be employed. Continued efforts for cross-cultural, economic and racial experiences are needed.

Program Flexibility

Innovation and flexibility are perhaps the two most essential ingredients for a successful program. The tried and true does not always work and often planned programs are scrapped in favor of meeting immediate needs with innovative ventures.

Flexibility requires a great deal of hard work. It means having a big bag of program ideas instead of a few. It also means being aware and sensitive to needs.

In Service Training

A strong, well planned in service training program for all staff must be continued and improved. Training in the areas of personal relationships, child development, program development, understanding the migrant child, and subject matter specifics are needed in order to conduct a meaningful educational program. No staff member can be effective without understanding the philosophy and goal of the formal or informal effort. Staff members working with migrant youth must function as a team. In service training and follow up staff meetings help to make this objective obtainable.

Financial Support

Informal educational programs require additional financial support. Trained volunteers under the supervision of a coordinator and supported with essential program materials provide a meaningful educational experience at low cost. Funds from federal, state, county, and the community can be obtained to provide the maximum educational experience for migrant youth.

Volunteers are needed for the physical care of infants and toddlers and as classroom aides and tutors. The teenagers who volunteered for the program work four hours a day for two-week periods. They help to increase the adult-children ratio.

One teen-age volunteer stated that her interests in such work came from the proximity of it to her home.

Another group of young people also work with the migrant children. They are the "Pied Piper" readers, a group of story-telling library junior volunteers between the ages of 8 and 12. They meet at the Kinderhook Library, select suitable books and each Friday read to the children on a one-to-one basis.

To build nutritional value in these children is another aim of the program. Breakfast and dinner are eaten family style as a painless way for children to learn table manners and sharing. Each of the children received a complete physical, including vision and hearing tests.

Funds for the day care center are provided by the New York State Department of Agriculture and Markets. The migrant education program is funded through a federal grant from Title I, Elementary and Secondary Education Act Funds administered by the Bureau of Migrant Education of the New York State Education Department. Head Start is funded by HEW, under Child Development.

Batavia, Genesee County, New York:

Formal school day, 8:15 - 1:45; Informal program, 1:45 - 3:45

Sixty participants were divided into two groups. Group 1, 30-40, ages 3-9, participated in child day care center playground program, funded by OEO Migrant Funds. Group 2, about 20 students, ages 9-13, took part in a 4-H program directed by the 4-H Cooperative Extension Agent. Ten boys spent a total of about 44 hours over a period of 22 days in carpentry projects using hand tools. Ten girls spent the same amount of time shopping for foods and preparing them. They also worked in clothing and used sewing machines. The 4-H program had one supervisor for every three participants. Funding was shared by the 4-H and school. The school provided two adult supervisors and 4-H provided two teachers and from 2-4 supervisors. Only four of the adults were paid, the remaining were volunteers. (For further details, refer to Genesee County 4-H Program Report, page 15.)

Dunkirk, Chautaugua County, New York:

Formal school day, 5 1/2 hours; Informal program, 1:45 - 3:45

A supervisory teacher and several migrant aides were responsible for the recreational program after school. The program was mainly free swimming time because the supervisor felt that the youngsters had had enough organized recreational activities during school hours. In the past, arts and crafts were part of the recreational program also. Funding, Title I, ESEA; aides were low income and migrant teenagers. Local CAP and Youth Bureau were also involved.

S A M P L E

MIGRANT STUDY QUESTIONNAIRE

Name _____ Title _____

Address _____ Tel. No. _____

1. Has your county conducted 4-H programs for migrant youth? Please write a brief description of programs, including funding, leadership, projects, and activities. If a report is available, send it along.

_____

_____

_____

2. If answer to 1 is no, do you intend to conduct programs for migrant youth in the future? Explain the program you have in mind, or if your answer is no, indicate the most limiting factors preventing such a program being conducted.

_____

_____

_____

3. Do you know of other agencies conducting youth programs with migrant youth? Please list, these will be helpful in gaining additional information.

_____

_____

_____

4. Do you approve of the use of the above information as a part of a published study? [ ] Yes [ ] No

5. Would you like a copy of the results of this study? _____

ADDITIONAL REMARKS: _____

_____

_____

_____

_____

SUMMARY OF QUESTIONNAIRES

	Migrant Youth Programs Conducted		Plan Future Programs		
	Yes	No	Yes	No	Undecided
New York Extension Agents	3	9	7	5	-
Other Extension Agents	9	7	4	6	6

Sixteen counties indicated they were not conducting programs with migrant youth. Their responses were classified in the following categories:

No. of Times Indicated	Reason
7	Migrant youth population too small.
4	Training needed for agents before working with migrant youth.
4	Other organizations and agencies assume the major role and conduct adequate programs.
3	Lack of funds.
2	Lack of manpower.
2	Limited staff time.
1	Other priorities for funds.
1	Other agency held program and was not successful.

Of this group of 16, 11 counties indicated they would hold programs in the future. Answers to the types of programs to be held were:

Clothing, textiles, vegetable gardens, crafts program for boys and homemaking for girls; several contacts said they had no definite program in mind; homemaking program in nutrition; consumer information; woodworking projects; cooking, health.

Twelve counties indicated that they were conducting programs. The following is a summary of their answers.

	No. of Counties
Funding	
Extension and community	4
Extension and Title I	4
Extension only	3
Extension, community, and Title I	1

	No. of Counties
Program Supervision	
Extension	10
OEO and Extension	2
Leadership	
Adult Volunteers	5
Adult and Teenage Volunteers	2
Teenage Volunteers	3
Paid Teenage Aides	1
VISTA Volunteers	1
Specific Programs, 4-H Projects	
Foods	8
Sewing	6
Photography	2
Health	2
Child	2
Care	1
Crafts	3
Vegetable Gardens	2
Tractor	1
Electricity	1
Ornamental Horticulture	1
Grooming	1

PROJECT METHOD

The main purpose of any 4-H educational effort is to blend educational principles and subject matter in order to create meaningful learning experiences.

The 4-H project is one method and it has been proven effective through research.

It is reported in Psychology in Education, Sorenson, Herbert: McGraw Hill, Inc., 1954, pages 484-486:

> " . . . . One of the pioneer attempts to demonstrate that teaching by means of interesting and purposeful projects could be effective was the extensive Collings experiment, carried out in Missouri (Collings, 1926). Three rural schools were included . . . . Over a period of four years, the project method predominated in the experimental school; in the control schools the traditional methods prevailed.
>
> ". . . . The students of the experimental school had been expected to learn as much subject matter from their projects as the students of the control schools learned from traditional teaching. But when all were tested in penmanship, composition, spelling, American history, geography, reading, and the four fundamental processes in arithmetic, the achievement of the students in the experimental school was shown to be 138.1 per cent of that of the control-school students, indicating . . . . a definite superiority in knowledge and skills of the children taught by the project method. Apparently, in order to answer the real questions involved in their projects, the project-method youngsters studied in the various subject-matter fields extensively enough to achieve better than those who studied only the 'next lesson.'"

The 4-H project provides information related to real life problems and situations. It in turn makes learning meaningful. It also stimulates the students to study, explore, and learn far more than can be presented to them in classes, meetings, or bulletins. It develops positive attitudes toward life-long self-learning and it enriches the learning experiences of the school.

The 4-H Project

The information that follows will give the reader an indication of the types of project materials available. A number of these items were used without adaptation for the 1969 4-H migrant program in Orange County, New York. Program aides were responsible for preparation and presentation of materials.

There are many 4-H projects from which to choose for use with migrant youth. While many of the following do not fit their immediate needs, they are listed to point out the variety of opportunities available. Project offerings vary from state to state and some version of the project will be available. Projects with an asterisk have been reported as successful with migrant youth.

Agricultural Engineering

*Bicycle Safety and Care
*Electrical Program
*Handyman and Woodworking
Tractor
Lawn Power Equipment
Automotive

Animal Husbandry

Dairy
Beef
Horses
Rabbits
Sheep
Goats
Dog Care and Training

Conservation and Forestry

Forestry
*Soil and Water Conservation
*Know Your Trees
*Wildlife, Bird Study

*Entomology

Floriculture and Ornamental Horticulture

*Growing Annual Flowers
Growing Perenial Flowers
Indoor Gardening
Cleaning Up and Mapping Home Grounds
Lawn Care, Landscaping

Poultry

*Incubation of Chicken Eggs
Broiler Growing

Vegetable Crops

*Home Gardens

*Photography

*Foods and Nutrition

Food Preservation

*Clothing and Textiles

*Child Development

*Home Management

*Outdoor Cookery

Project Examples

The following project examples are based on leaders guides and will give the reader an idea of the types of meetings that can be planned. The information is not exhaustive and is only printed as an introduction to the materials available. More complete information can be obtained from County Extension, 4-H.

Handyman and Woodworking

Objectives:

To learn the proper selection, care, and use of tools
To develop simple mechanical skills
To acquire a feeling of accomplishment
To develop an appreciation of good workmanship
To make something useful

Meeting 1:

Introduction to tools to be used in basic woodworking. Acquaint members with proper use of the hand cut-off saw and claw hammer. Demonstrate the use of the hand saw. Show proper method of holding the saw and starting the cut. Demonstrate the use of the claw hammer. Show proper way of holding hammer and driving nails. Show proper way to pull nails. Have each member make cuts on 1 x 4 soft wood board. Mark the line with the tri square. Have a nail driving contest. See which boy drives an eight penny nail into a piece of 2 x 4 lumber with the fewest strokes.

Future meetings:

Proper method of drilling wood.
Following simple plans.
Construction of an item, bird house, small tool kit, foot stool, etc. (Plans for over 50 items are available.)

Photography

Objectives:

To provide an interesting activity or project for boys and girls of all ages
To introduce 4-H members to a useful hobby and profession
To give educational guidance and help members develop skills in taking pictures
To help members gain an appreciation of photography as an art, as a science, and as a communication tool
To help members observe and appreciate their surroundings

Meeting 1:

Introduction and highlights of project. Show different types of cameras,

explain how some of them operate. Show parts of simplest cameras and explain functions, (lens, shutter, view-finder, winding knob, locking device that keeps camera closed, film spool.) Show where film size is stamped inside camera. Show film, as well as where film instructions are given and how to load camera.

Meeting 2:

Review camera parts, have members demonstrate the parts of their cameras. Demonstrate how to hold and handle both eye-level and waist-level cameras. Stress holding camera steady and squeezing shutter release. Demonstrate mirror test for holding camera steady. Make sure members practice. Use roll of demonstration film to show date and film size on box, protective wrapping, seal. Demonstrate loading and unloading. Show how to advance film to #1. Have each member load camera. Demonstrate proper use of view-finders.

Meeting 3:

Brief review. Outline types of pictures to be taken. Help members pose subjects for group pictures, activities, etc. Show suitable backgrounds for objects. Have members take other shots required for the project.

Meeting 4:

Have members discuss how their pictures came out. Point out how poor pictures could be improved. Explain how to correct any major faults that show up in pictures. Show how to handle negatives and file them in envelopes.

Meeting 5:

Review camera care and handling. Emphasize the importance of keeping the lens clean and keeping the camera out of moist, hot or dusty places that might injure the camera or damage the film. Have each member prepare an exhibit or his pictures for display on a lobby bulletin board. Explain writing titles and captions, and have members suggest captions for pictures.

Outdoor Cookery

Objectives:

To develop skills in planning, preparing, and serving nutritious and appetizing outdoor meals

To develop an appreciation of the outdoor meal as an opportunity to strengthen family ties and to develop cooperation in the family and club

To develop an interest in the out-of-doors which may grow into wider camping experiences and enjoyment of the out-of-doors

Meetings include training in:

Selection of fuel	Meal Planning
Preparation of food	Serving the outdoor meal
Building a fire	Outdoor housekeeping

The meals planned for groups depend on taste and interest. Out door cookery can be a simple project with hamburgers and hot dogs on the menu or it can be a full course meal requiring hours of planning and preparation.

Clothing and Textiles

Objectives:

To acquire information and skills in handling sewing tools and fabrics
To develop an awareness of the accomplishments and satisfactions that can be gained by learning to sew
To learn specific procedures in clothing construction
To help members add basic clothing items to their wardrobe

Meeting 1:

Sewing equipment; Demonstrate how to use a thimble, using a needle without thread and show how to push it through a piece of fabric with the help of the thimble. Demonstrate how to prepare for hand sewing (thread a needle, make a knot, hold the fabric, fasten a thread.)

Meeting 2:

Using the sewing machine; Present information on sewing properly, stitching with thread, threading the sewing machine, winding the bobin. Have members practice with supervision.

Meeting 3:

The easy way to make an apron; Demonstrate how to straighten and prepare fabric for making the apron. Demonstrate step-by-step the techniques in making the easy-to-make apron. Several meetings may be needed to complete the apron.

Future meetings:

Triangular head scarf, slip-on slacks, hot dish holders, and other basic sewing items. More mature members find making clothing items interesting and rewarding.